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ABSTRACT

The purpose of this practicum was to improve the opinions of the Delano Joint Union High School District's staff and selected students toward Valley Continuation High School. The sample consisted of 524 students and 187 district certified and classified employees. Techniques used to effect the change of attitudes were a tour of the school, an orientation presentation covering continuation education in general and the Valley High School specifically, a series of articles in the local papers, a "rap session" covering questions and concerns about the school and continuing education, the distribution of brochures and newsletters published by the school, the posting of information on Valley High School at the Delano High School campus, and access to a rumor-control hot line. The program's objectives were accomplished. (Author/IRT)

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A DISTRICT IN-SERVICE TRAINING PROGRAM DESIGNED TO IMPROVE THE OPINION OF DISTRICT STAFF AND STUDENTS TOWARD THE DISTRICT'S CONTINUATION HIGH SCHOOL

By

James A. Perry

A Practicum

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

Cluster: Los Angeles
Coordinator: Dr. Jack J. Jones

Maxi II Practicum
January, 1977

EA 009 334

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ABSTRACT

The purpose of the practicum was to improve the opinion of the Delano Joint Union High School District's staff and selected students toward Valley Continuation High School. The sample consisted of 524 students and 187 district certificated and classified employees. The objectives of the practicum were as follows:

1. To increase the positive feelings of the Delano Joint Union High School's staff and students toward Valley Continuation High School as gauged by an increase of 40 percent in the number of positive responses of staff and students completing an adaptation of the Western Association of Schools and Colleges Accreditation questionnaire.

2. The academic program of Valley High School will be accepted and respected by District staff and students as gauged by an average increase of 40 percent in the number of positive responses of staff and students completing questions Numbers, 2, 7, and 8 of the questionnaire developed for the practicum.

3. Valley High School attendance will be improved as gauged by a reduction of or by 20 percent in the number of students transferred to Valley High School who move away rather than attend after the practicum has been completed.

4. Valley High School teacher and staff morale will be improved as gauged by statements made by Valley High School teachers and staff in pre and post interviews.

The treatment consisted of:

1. A guided tour of the physical facilities of Valley High School.

2. An orientation presentation covering continuation education in general and Valley High School specifically.

3. Observation of a series of articles in the local newspapers, The Delano Record and the Bakersfield-Californian, reporting current activities at Valley High School.

4. Participation in "rap sessions" covering questions and concerns about continuation education and Valley High School.

5. Receiving of brochures and newsletters published by Valley High School.

6. Observing information posted on a Valley High School bulletin board established on the Delano High School campus.

7. Access to a rumor control hot line established to deal with student and staff concerns about Valley High School.

Results of the practicum effort indicate an accomplishment of the objectives as substantiated by data presented.

INTRODUCTION

Valley High School is located in the City of Delano in Kern County, California, serving not only Delano, but also the communities of Allensworth, Columbine, Earlimart and Richgrove in Tulare County and Pond in Kern County as well as the surrounding farming areas. The total area of the district is approximately 460 square miles of southern Tulare and northern Kern Counties in Central California.

Agriculture, with its supporting and associated industries is the basis of Delano's economy. Chief crops are table grapes, wine, cotton, potatoes and livestock. Almost all employment in the district is in agriculture, agribusiness, or wholesale and retail services normally associated with modern social needs. The three largest enterprises within the City of Delano are the two school systems and city government.

The Delano Joint Union High School District maintains this continuation school with the capacity for 175 students. The building is a three-year old, $150,000, open-space type structure. The primary method of instruction utilizes an individualized, continuous progress approach. The school is staffed by a principal, counselor, four teachers and two secretaries. The Director of Continuation Education is also the principal of the continuation high school.

This school, Valley High School, is in its ninth year of existence. Students are assigned to the continuation school by a placement committee.

Typical students at the continuation school are late entries, those who are two to four weeks or more late in entering school that year; those students who have had continuing irregular attendance; those students who must work to assist in the financial support of their families; and students who have had continuing and severe disciplinary problems. Near the end of each semester, each student at the continuation school is evaluated by the placement committee as to whether or not the student should be returned to the comprehensive high school, be placed in adult education, or remain at the continuation school. Normally, if the student has attended continuation school regularly, has not been a severe discipline problem, and has done his/her academic work to the best of his/her ability, the student may make the choice to return to Delano High School or remain at Valley High School. Reassignment to Delano High School is made only at the semester break.

PERSONAL DATA ON PARTICIPANT

James A. Perry is the Director of Continuation Education in the Delano Joint Union High School District as well as Principal of Valley High School. Prior to holding these positions, he served on the Delano High School administrative staff for five years. As a result of holding these positions, he has gained the perspective and experience necessary to enable him to perform the practicum.

OUTSIDE OBSERVERS OF THE PRACTICUM EFFORT

1. Dr. Frank E. Dyer, Superintendent, Delano Joint Union High School District.
2. Dr. Norman Walters, Counselor, Valley High School.
3. Mr. Robert Selent, Pupil Personnel Services, Delano Joint Union High School District.

STATEMENT OF THE PROBLEM

The opinion of district staff and students toward Valley High School is either not formed or negative as indicated by informal interviews with 150 randomly selected staff members and students. These persons were simply asked to respond to the question, "What is your opinion of Valley High School?" There were zero positive responses.

The school was characterized as a dumping ground filled with student "losers" by 96 percent of those questioned. In fact, the present Valley High student body includes the following as shown in Table I.

VALLEY HIGH SCHOOL STUDENT BODY

TABLE I

Type of Student	Percent of Student Body
Youth who must work to support the family	38%
Late enrollees or those who return to school after long absences	22%
Youth who need intensive guidance services to meet special needs	10%
Youth who have had attendance or discipline problems at Delano High School and have failed to meet citizenship standards	30%

In reality, only 30 percent of those enrolled at Valley High School are there for disciplinary reasons.

During the past five years, numerous families have moved away from the district or have had their children live with relatives rather than be forced to attend Valley High School. Students have been continually threatened with the "punishment" of attending Valley High by administrators - - Mr. Ralph Busco, Assistant Principal, Student Affairs; Mr. Gene Daniels, Director of Attendance, Delano High School; many members of the teaching staff and parents, as observed by this writer, during hundreds of parent/teacher/student conferences during the last five years. While the school has been understaffed and without administrative leadership during the last two years, opinions about the school appears to be based on hearsay and/or rumor.

The instructional program is sound, the staff well-trained and capable, and the student body is a group of well-directed, hardworking young people. This is documented by Valley High School's full accreditation by the Western Association of Schools and Colleges, the fact that the teaching staff averages eight years of teaching experience working in individualized instructional programs, and that all members of the instructional staff have earned advanced degrees and training from accredited institutions of higher learning. An effective way to attend to the individual needs of students

has always been to simply spend time with each student singly, a process accomplished through the individualized instructional program in use at Valley High School. Student achievement at Valley High School has been equal to or higher than student achievement at Delano High School.

There is a clear need to develop, implement and evaluate a district inservice training program designed to improve the opinion of the district staff and students toward Valley High School, so it may take its deserved place among other respected educational institutions in the area.

PURPOSE OF THE STUDY

The purpose of the study is to improve the opinion of the Delano Joint Union High School District's staff and students toward Valley Continuation High School.

HYPOTHESIS

When staff and students of the Delano Joint Union High School District receive information and complete activities pertaining to Valley High School, their positive feelings toward Valley High School will be greater than before their exposure to the information and activities.

STATEMENT OF OBJECTIVES

The purpose of the practicum was to improve the opinion of the Delano Joint Union High School District's staff and selected students toward Valley Continuation High School. In order to accomplish this purpose, the following objectives were established:

Objective No. 1: To increase the positive feelings of the Delano Joint Union High School's staff and students toward Valley Continuation High School, as gauged by an increase of 40 percent in the number of positive responses of staff and students completing an adaptation of the Western Association of Schools and Colleges Accreditation questionnaire.

Objective No. 2: The academic program of Valley High School will be accepted and respected by District staff and students as gauged by an average increase of 40 percent in the number of positive responses of staff and students completing Questions 2, 7, and 8 of the questionnaire developed for the practicum.

Objective No. 3: Valley High School attendance will be improved as gauged by a reduction of or by 20 percent in the number of students transferred to Valley High School who move away rather than attend after the practicum has been completed.

Objective No. 4: Valley High School teacher and staff morale will be improved as gauged by statements made by Valley High School teachers and staff in pre and post interviews.

BASIC DESIGN

Because of the necessity to delimit the scope of this practicum, the target population will be restricted to present district staff and selected students. It is the hope of the participant that this population will act as "ambassadors of good will" and will "spread the word" in a positive say about Valley High School throughout the community, if in fact the activities/strategies of this practicum are successful in changing their present opinion toward Valley High School. These two groups will be pre and post tested using a modification of the questionnaire used by the Western Association of Schools and Colleges for accreditation purposes. (Refer to Appendix A, page 52 .)

The Treatment

The treatment will consist of all certificated and classified employees of the Delano Joint Union High School District, all ninth grade students in the district, and all elected officers of student organizations and clubs completing the following activities:

1. A guided tour of the physical facilities of Valley High School.

2. An orientation presentation covering continuation education in general and Valley High School specifically.

3. Observation of a series of articles in the local newspapers, the Delano Record and the Bakersfield Californian,

reporting current activities at Valley High School.

4. Participation in "rap sessions" covering questions and concerns about continuation education and Valley High School.

5. Receiving of brochures and newsletters published by Valley High School.

6. Observing information posted on a Valley High School bulletin board established on the Delano High School campus.

7. Access to a rumor control hot line established to deal with student and staff concerns about Valley High School.

It is the opinion of the participant that by telling people effectively what is actually happening (providing information) they will be able to replace opinions based on hearsay and rumor with knowledge based on fact, thereby, improving their opinion toward Valley High School.

Size of the Sample

The sample consists of 524 students and 187 district certificated and classified employees. A total of 711 persons will receive the treatment; however, only ninth graders and elected officers of student clubs and organizations will be polled pre and post. This will involve 453 ninth graders and 71 officers of organizations bringing the total of the student sample to 524 students.

COLLECTION OF THE DATA

Ninth Grade

The seven activities composing the treatment were completed by the ninth grade class[1] in the following manner:

1. A guided tour of the physical facilities of Valley High School. As explained in an interim report, time and transportation difficulties made it impossible for ninth grade students to complete the guided tour of the physical facilities of Valley High School. As a substitute procedure, a slide presentation was developed and presented to these subjects during their World History or World Geography class by a member of the Valley High School instructional staff and a member of the Valley High School student body. Appendix B, page 55 explains when each class was able to view the slide presentation.

2. Attend an orientation presentation covering continuation education in general and Valley High School specifically.

This activity was completed during the same class period of time as the slide presentation. Mr. Bruce McLean of the instructional staff and Mr. Mike Dio of the student body presented materials covering the following topics:

a. Differences between comprehensive and continuation education.

b. Brief history of continuation education.

c. Contract system.

---

[1] List of Ninth Grade students is on file with the writer.

d. Credit system.

e. Reasons for attending continuation education schools.

f. Requirements.

g. Counseling program at Valley High.

h. Work experience program at Valley High.

i. Orientation program at Valley High.

j. Individualized Instruction program at Valley High.

k. Information about staff and student body at Valley High.

l. Physical facilities of Valley High.

3. Observation of a series of articles in local newspapers reporting activities at Valley High School. (See Appendix C, page 58).

4. Participation in "rap sessions" covering questions and concerns about continuation education and Valley High.

These "rap sessions" were held during the World History or World Geography sessions as were the slide presentations and the orientation presentations. They were well received by all group of subjects and were effective in responding to many negative opinions as well as providing accurate information about Valley High School.

5. Receive brochures and newsletters published by Valley High School. During the completion of the practicum, Mr. Adrian Maaskant of the Valley High instructional staff, with student help, produced a Valley High School newsletter. Copies of these newsletters were distributed to the Ninth Grade class at Delano High School for their information. (See Appendix D, page 75).

6. Observe information posted on a Valley High School Bulletin Board established on the Delano High School Campus.

This Bulletin Board was established and used. Its effectiveness, because of little student attention to it, is questioned as a substantial element of the treatment.

7. Have access to a rumor control hot line established to deal with student and staff concerns.

This telephone service, although established and used by adult subjects in the practicum effort, was not utilized by student subjects.

COLLECTION OF DATA

Officers of Student Clubs and Organizations

The seven activities composing the treatment were completed by the officers of student clubs and organizations (See Appendix E, page 94) in the following manner:

1. A guided tour of the physical facilities of Valley High School.

As explained in an interim report, time and transportation difficulties made it impossible for officers of student clubs and organizations to complete the guided tour of the physical facilities of Valley High School. As a substitute procedure, a slide presentation was developed and presented to these subjects during a special assembly by a member of the Valley High School instructional staff and a member of the Valley High student body.

A bulletin explaining when this group was able to view the slide presentation will be found in Appendix F, page 98 .

2. Attend an orientation presentation covering continuation education in general and Valley High School specifically.

This activity was completed during the same period of time as the slide presentation. Mr. Bruce McLean of the instructional staff and Mr. Mike Dio of the student body presented materials covering the following topics:

a. Differences between comprehensive and continuation education.

b. Brief history of continuation education.

c. Contract system.

d. Credit system.

e. Reason for attending continuation education schools.

f. Requirements.

g. Counseling program at Valley High School.

h. Work experience program at Valley High School.

i. Orientation program at Valley High School.

j. Individualized instruction program at Valley High School.

k. Information about ,staff and student body at Valley High School.

l. Physical facilities of Valley High School.

3. Observation of a series of articles in local newspapers reporting activities at Valley High School. (See Appendix C, page 58).

The articles appeared in either the Delano Record or the Bakersfield Californian during the completion of the practicum effort.

4. Participation in "rap sessions" covering questions and concerns about continuation education and Valley High School.

These "rap sessions" were held during the special assembly as were the slide presentations and the orientation presentations. They were well received by all subjects in this group and were effective in responding to many negative opinions as well as providing accurate information about Valley High School.

5. Receive brochures and newsletters published by Valley High School. During the completion of the practicum, Mr. Adrian Maaskant of the Valley High School instructional staff, with student help, produced a Valley High School newsletter. Copies of these newsletters were distributed to the officers of student clubs and organizations at Delano High School for their information. Copies of these newsletters can be found in Appendix D, page 75 of this practicum report.

The Delano High School daily student bulletin, including the announcements concerning Valley High School, are also in Appendix D.

6. Observe information posted on a Valley High School bulletin board established on the Delano High School campus.

This bulletin board was established and used. Its effectiveness, because of little student attention to it, is questioned as a substantial element of the treatment.

7. Have access to a rumor control hot line established to deal with student and staff concerns.

This telephone service, although established and used by adult subjects in the practicum effort, was not used by student subjects.

COLLECTION OF DATA

Classified Staff

The seven activities composing the treatment were completed by the classified staff (See Appendix G, p. 100) in the following manner:

1. A guided tour of the physical facilities of Valley High School. All members of the Delano Joint Union High School District classified staff were invited to tour the physical facilities of Valley High School on May 20, 1976. A copy of the bulletin circulated to all classified staff members will be found in Appendix H, page 103. Response to the invitation was 61 percent of the total classified staff, a number higher than that originally anticipated. Dr. Norman Walters, Counselor at Valley High School, conducted the tours of the physical facilities for the classified staff.

2. They attended an orientation presentation covering continuation education in general and Valley High School specifically.

This activity was completed during the same period of time as the tour of physical facilities. Dr. Norman Walters of the Counseling staff presented materials covering the following topics:

a. Differences between comprehensive and continuation education.

b. Brief history of continuation education.

c. Contract system.

d. Credit system.

e. Reason for attending continuation education schools.

f. Requirements.

g. Counseling program at Valley High.

h. Work Experience program at Valley High School.

i. Orientation program at Valley High School.

j. Individualized Instruction program at Valley High School.

k. Information about staff and student body at Valley High School

l. Physical facilities of Valley High School.

3. Observation of a series of articles in local newspapers reporting activities at Valley High School. (See Appendix C, page 58).

4. Participation in "rap sessions" covering questions and concerns abour continuation education and Valley High School.

These "rap sessions" were held after the tour of the physical facilities of Valley High School. They were very well received by members of the classified staff and were effective in responding to many negative opinions, as well as providing accurate information about Valley High School to the subjects.

5. Receive brochures and newsletters published by Valley High School. During the completion of the practicum, Mr. Adrian Maaskant of the Valley High School instructional staff, with student nelp, produced a Valley High School newsletter. Copies of these newsletters were distributed to members of the classified staff for their information. Copies of these newsletters can be found in Appendix D, page 75 .

6. Observe information posted on a Valley High School bulletin board established on the Delano High School campus. This bulletin board was established and used. Its effectiveness, because of little staff attention to it, is questioned as an effective element of the treatment.

7. Have access to a rumor control hot line established to deal with student and staff concerns.

This telephone service was established and used by members of the classified staff. Most usage was made by members of the Business Office staff located in the District Administrative Office, the center of the District "grapevine."

COLLECTION OF DATA

Certificated Staff

The seven activities composing the treatment were completed by the certificated staff in the following manner: (A list of Certificated subjects will be found in Appendix I, page 105).

1. A guided tour of the physical facilities of Valley High School on May 27, 1976. The invitation was marred by a lack of support by the administrative staff of Delano High School, as well as a feeling of coersion by the certificated staff toward the district administrative leadership, thereby causing many of the certificated staff to refuse to accept the invitation to visit Valley High School. It is unfortunate that local political conditions would cause a continuance of the certificated staff's lack of knowledge about Valley High School. A copy of the bulletin circulated to all certificated staff members will be found in Appendix J, page 108. Those certificated staff members who chose to tour the physical facilities of Valley High School indicated that the experience was an educational and positive one. Dr. Norman Walters, Counselor at Valley High School, conducted the tours.

2. The subjects attended an orientation presentation covering continuation education in general and Valley High School specifically.

This activity was completed during the same period of time as the tour of physical facilities. Dr. Norman Walters of the Counseling staff presented materials covering the following topics:

a. Differences between comprehensive and continuation education.
b. Brief history of continuation education.
c. Contract system.
d. Credit system.
e. Reason for attending continuation education schools.
f. Requirements.
g. Counseling program at Valley High School.
h. Work Experience program at Valley High School.
i. Orientation program at Valley High School.
j. Individualized Instructional program at Valley High School.
k. Information about the staff and student body at Valley High School.
l. Physical facilities of Valley High School.

3. Observation of a series of articles in local newspapers reporting activities at Valley High School (See Appendix C).

4. Participation in "rap sessions" covering questions and concerns about continuation education and Valley High School.

These "rap sessions" were held after the tour of the physical facilities of Valley High School. They were well received by the subjects who attended and were effective in responding to many negative opinions as well as providing accurate information about Valley High School to the subjects.

5. Receive brochures and newsletters published by Valley High School.

During the completion of the practicum, Mr. Adrian Maaskant of the Valley High School instructional staff, with student help, produced a Valley High School newsletter. Copies of these newsletters were distributed to members of the certificated staff for their information. Copies of these newsletters can be found in Appendix D.

The Delano High School daily staff bulletin also included the following announcement concerning Valley High School:

> The staff of Valley High School is pleased to announce that Valley High has been granted full accreditation by the Accrediting Commission for Secondary Schools. We hope this badge of excellence will be a source of pride to all district students and staff, as well as to our community.

6. Observe information posted on a Valley High School bulletin board established on the Delano High School campus.

This bulletin board was established and used. Its

effectiveness, because of little staff attention to it, is questioned as an effective element of the treatment.

7. Have access to a rumor control hot line established to deal with student and staff concerns.

This telephone service. although established, was not used by members of the certificated staff.

SUMMARY OF DATA

A pre and post Questionnaire (See Appendix A) was distributed to the following selected groups: Ninth Grade, Officers of Clubs and Organizations, Classified Personnel, and Certificated Personnel. The 14 questions comprising the questionnaire are summarized in Tables 3 through 16 which are found on pages 28 to 41.

Table No. 2, page 27, summarizes the total number of subjects pre and post tested and the number of returns from each selected group.

TABLE NO. 2

SUMMARY OF QUESTIONNAIRE

NUMBER OF SUBJECTS AND RETURNS

	9th Grade		Officers Clubs		Classified		Certificated		All	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Total Subjects Tested	453	453	71	71	92	92	95	95	711	711
Number of Questionnaire Returns	331	377	33	43	51	56	41	14	456	496
	73%	83%	46%	61%	55%	61%	43%	15%	64%	69%

TABLE NO. 3

SUMMARY OF QUESTIONNAIRE

QUESTION NO. 1: ARE YOU GENERALLY SATISFIED OR DISSATISFIED WITH THE SCHOOLING THAT THE CHILDREN IN VALLEY HIGH ARE RECEIVING?

	9th Grade		Officers Clubs		Classified		Certificated		All	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Satisfied	71 21%	357	7	36 84%	5 10%	54 96%	8 20%	11 76%	91 20%	458 93%
Dissatisfied	260 79%	20	26	7 16%	46 90%	2 4%	33 80%	3 21%	365 80%	32 7%

TABLE NO. 4

SUMMARY OF QUESTIONNAIRE

QUESTION NO. 2: ARE YOU SATISFIED WITH THE WAY VALLEY HIGH IS PREPARING CHILDREN FOR THE FOLLOWING:

	9th Grade		Officers Clubs		Classified		Certificated		All	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. Citizenship:										
a. Satisfied	97	309	10	28	9	48	6	9	122	394
	29%	82%	30%	65%	18%	86%	15%	64%	27%	80%
b. Dissatisfied	234	68	23	15	42	8	35	5	334	96
	71%	18%	70%	35%	82%	14%	85%	36%	73%	20%
2. Earning a living:										
a. Satisfied	93	288	10	27	7	50	3	9	113	374
	28%	76%	30%	63%	14%	89%	7%	64%	25%	76%
b. Dissatisfied	238	89	23	16	44	6	38	5	343	116
	72%	24%	70%	37%	86%	11%	93%	36%	75%	24%
3. Parenthood, Family Life:										
a. Satisfied	99	278	15	32	9	53	7	12	130	375
	30%	74%	45%	74%	18%	95%	17%	86%	29%	77%
b. Dissatisfied	232	99	18	11	42	3	34	2	326	115
	70%	26%	55%	26%	82%	5%	83%	14%	71%	23%
4. Tool Skills: Reading, writing, figuring:										
a. Satisfied	104	311	13	37	9	45	8	10	134	403
	31%	82%	39%	86%	18%	80%	20%	71%	29%	82%
b. Dissatisfied	227	66	20	6	42	11	33	4	322	87
	69%	18%	61%	17%	82%	20%	80%	29%	71%	18%
5. Religious, Moral & ethical training:										
a. Satisfied	68	229	10	27	6	47	4	12	88	315
	21%	61%	30%	63%	12%	84%	10%	86%	19%	64%
b. Dissatisfied	263	148	23	16	45	9	37	2	368	175
	79%	39%	70%	37%	88%	16%	90%	14%	81%	36%

TABLE NO. 5

SUMMARY OF QUESTIONNAIRE

QUESTION NO. 3: DO YOU FEEL STUDENTS AT VALLEY HIGH ARE FREE TO DISCUSS THEIR PROBLEMS WITH THEIR TEACHERS, COUNSELOR, OR PRINCIPAL?

	9th Grade		Officers clubs		Classified		Certificated		All	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a. Yes	146	340	22	41	27	54	17	13	212	448
	44%	90%	67%	95%	53%	96%	41%	93%	46%	91%
b. No	185	37	11	2	24	2	24	1	244	42
	56%	10%	33%	5%	47%	4%	59%	7%	54%	9%

TABLE NO. 6

SUMMARY OF QUESTIONNAIRE

QUESTION NO. 4: HOW WOULD YOU RATE VALLEY HIGH FOR ACQUAINTING NEW STUDENTS WITH THE SCHOOL?

	9th Grade		Officers Clubs		Classified		Certificated		All	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a. Real effort is made	109 33%	318 84%	12 36%	35 81%	12 24%	54 96%	10 24%	14 100%	143 31%	421 86%
b. No organized program of orientation	222 67%	59 16%	21 64%	8 19%	39 76%	2 4%	31 76%	0 0%	313 69%	69 14%

TABLE NO. 7

SUMMARY OF QUESTIONNAIRE

QUESTION NO. 5: HOW WOULD YOU RATE THE JOB THE VALLEY HIGH COUNSELOR IS DOING IN GIVING SERVICES STUDENTS NEED?

	9th Grade		Officers Clubs		Classified		Certificated		All	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a. Satisfactory	127	333	15	39	10	53	9	12	161	437
	38%	88%	45%	91%	20%	95%	22%	86%	35%	89%
b. Unsatis-factory	204	44	18	4	41	3	32	2	295	53
	62%	12%	55%	9%	80%	5%	78%	14%	65%	11%

TABLE NO. 8

SUMMARY OF QUESTIONNAIRE

QUESTION NO. 6: DO YOU FEEL THAT THERE ARE AMPLE BOOKS AND SUPPLIES AT VALLEY HIGH?

	9th Grade		Officers Clubs		Classified		Certificated		All	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a. Yes	107	277	24	34	25	35	14	10	170	356
	32%	73%	73%	79%	49%	63%	34$	71%	37%	73%
b. No	224	100	9	9	26	21	27	4	286	134
	68%	27%	27%	27%	51%	37%	66%	29%	63%	27%

TABLE NO. 9

SUMMARY OF QUESTIONNAIRE

QUESTION NO. 7: DOES VALLEY HIGH OFFER ALL OF THE NECESSARY SUBJECTS?

	9th Grade		Officers Clubs		Classified		Certificated		All	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a. Yes	49	218	12	25	10	40	11	8	82	291
	15%	58%	36%	58%	20%	71%	27%	57%	18%	59%
b. No	282	159	21	18	41	16	30	6	374	199
	85%	42%	64%	42%	80%	29%	73%	43%	82%	41%

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TABLE NO. 10

SUMMARY OF QUESTIONNAIRE

QUESTION NO. 8: HOW WOULD YOU RATE THE METHODS OF INSTRUCTION USED IN THE SCHOOL?

	9th Grade		Officers Clubs		Classified		Certificated		All	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a. Good	85	308	17	33	15	52	8	8	125	404
	26%	82%	52%	77%	29%	93%	20%	57%	27%	82%
b. Poor	246	69	16	10	36	4	33	6	331	86
	74%	18%	48%	23%	71%	7%	80%	43%	73%	18%

TABLE NO. 11

SUMMARY OF QUESTIONNAIRE

QUESTION NO. 9: DO YOU FEEL THE TEACHERS FOR THE SCHOOL HAVE BEEN WELL SELECTED?

	9th Grade		Officers Clubs		Classified		Certificated		All	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a. Yes	105	318	13	40	12	49	13	13	143	420
	32%	84%	39%	93%	24%	88%	32%	93%	31%	86%
b. No	226	59	20	3	39	7	28	1	313	70
	68%	16%	61%	7%	76%	12%	68%	7%	69%	14%

TABLE NO. 12

SUMMARY OF QUESTIONNAIRE

QUESTION NO. 10: DO VALLEY HIGH SCHOOL STUDENTS HAVE THE OPPORTUNITY TO DISCUSS AND STUDY THE REASONS FOR ATTENDING HIGH SCHOOL, THE VALUE OF A DIPLOMA, THE PURPOSE OF SCHOOL, AND SIMILAR TOPICS?

	9th Grade		Officers Clubs		Classified		Certificated		All	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a. Yes	93	315	11	36	16	55	11	13	131	419
	28%	84%	33%	84%	31%	98%	27%	93%	29%	86%
b. No	238	62	22	7	35	1	30	1	325	71
	72%	16%	67%	16%	69%	2%	73%	7%	71%	14%

TABLE NO. 13

SUMMARY OF QUESTIONNAIRE

QUESTION NO. 11: DO YOU FEEL CONTINUATION EDUCATION IS HELPING ITS STUDENTS?

	9th Grade		Officers Clubs		Classified		Certificated		All	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a. Yes	102	311	15	38	16	50	13	12	146	411
	31%	82%	45%	88%	31%	89%	32%	86%	32%	84%
b. No	229	66	18	5	35	6	28	2	310	79
	69%	18%	55%	12%	69%	11%	68%	14%	68%	16%

TABLE NO. 14

SUMMARY OF QUESTIONNAIRE

QUESTION NO. 12: HOW WOULD YOU RATE THE SCHOOL BUILDING AND CLASSROOMS?

	9th Grade		Officers Clubs		Classified		Certificated		All	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a. Below Average	99	95	12	9	24	4	27	3	162	111
	30%	25%	36%	21%	47%	7%	66%	21%	36%	23%
b. Clean and well maintained	232	282	21	34	27	52	14	11	294	379
	70%	75%	64%	79%	53%	93%	34%	79%	64%	77%

TABLE NO. 15

SUMMARY OF QUESTIONNAIRE

QUESTION NO. 13: HOW DO YOU RATE THE SCHOOL SITE AND GROUNDS?

	9th Grade		Officers Clubs		Classified		Certificated		All	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a. Well located & convenient	132 40%	275 73%	18 55%	33 77%	26 51%	54 96%	18 44%	12 86%	194 43%	374 76%
b. Inadequate	199 60%	102 27%	15 45%	10 23%	25 49%	2 4%	23 56%	2 14%	262 57%	116 24%

TABLE NO. 16

SUMMARY OF QUESTIONNAIRE

QUESTION NO. 14: TAKING EVERYTHING INTO CONSIDERATION, HOW DO YOU LIKE THIS SCHOOL COMPARED TO OTHERS?

	9th Grade		Officers Clubs		Classified		Certificated		All	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a. Tops	13	32	1	3	1	3	1	1	16	39
	4%	9%	3%	7%	2%	5%	3%	7%	4%	8%
b. Second or Third	47	126	5	14	8	34	3	1	63	175
	14%	33%	15%	33%	16%	61%	7%	7%	14%	36%
c. Average	83	173	19	23	17	16	7	9	126	221
	25%	46%	58%	53%	33%	29%	17%	64%	27%	45%
d. Does not compare favorably	188	46	8	3	25	3	30	3	251	55
	57%	12%	24%	7%	49%	5%	73%	22%	55%	11%

ANALYSIS OF DATA

An analysis of the data as related to the objectives of this practicum will comprise this chapter.

Objective Number 1:

To increase the positive feelings of the Delano Joint Union High School District's staff and students toward Valley Continuation High School as gauged by an increase of 40 percent in the number of positive responses of staff and students completing an adaptation of the Western Association of Schools and Colleges Accreditation Questionnaire.

This objective has been achieved as shown in Table 17. The writer attended counseling sessions and conferences held by Mr. Busco, Mr. Daniels, teachers and parents after the treatment was completed, and observed a transition from threatening "punishment" having to attend Valley High School to an approach of the District's continuation program being a viable alternative, more appropriate for a segment of the District's student population.

Objective Number 2:

The academic program at Valley High School will be accepted and respected by District staff and students, as gauged by an increase of 40 percent in the number of positive responses of staff and students completing Questions 2, 7, and 8 of an adaptation of the Western Association of Schools

and Colleges Accreditation Questionnaire, as shown in Tables 18, 19, 20, and 21.

This objective has also been accomplished.

Objective Number 3:

Valley High School attendance will be improved as gauged by a reduction of 20 percent in the number of students who move away from the school district when transferred to Valley High School, rather than attend Valley High School.

Since the completion of the treatment, zero number of students who were transferred to Valley High School have moved away from the Delano Joint Union High School District, thereby achieving this objective.

Objective Number 4:

Valley High School teacher and staff morale will be improved as gauged by statements made by Valley High School teachers and staff in pre and post interviews.

Members of the Valley High School certificated and classified staffs made the following statements during interviews before the treatment:

> "What do we have to do to be accepted by other District staff?"
>
> "It is not fair to our kids."
>
> "People aren't fair in their opinions about Valley High School."
>
> "They really don't know what happens here!"

Typical post-treatment statements were:

> "Finally, people know what good things happen to kids here."
>
> "Now, other district staff won't feel so threatened by our school."
>
> "It's amazing how ignorant of Valley High the visitors seem to be, and after 7 years."

TABLE 17

POSITIVE FEELINGS TOWARD
VALLEY CONTINUATION HIGH SCHOOL

SUBJECTS	NUMBER OF POSITIVE RESPONSES		INCREASE/ DECREASE
	Pre	Post	
9th Graders	1962	5398	+ 175%
Officers of Student Clubs & Organizations	270	615	+ 127%
Classified Staff	267	898	+ 236%
Certificated Staff	185	203	+ 10%
TOTAL - All Groups	2684	7114	+ 165%

TABLE 18

THE ACADEMIC PROGRAM AT VALLEY HIGH SCHOOL
WILL BE ACCEPTED AND RESPECTED BY STAFF AND STUDENTS
COMPLETING QUESTION 2

SUBJECTS	NUMBER OF POSITIVE RESPONSES		INCREASE/ DECREASE
	Pre	Post	
9th Graders	461	1415	+ 207%
Officers of Student Clubs & Organizations	58	151	+ 160%
Classified Staff	40	243	+ 507%
Certificated Staff	28	52	+ 85%
TOTAL - All Groups	587	1861	+217%

TABLE 19

THE ACADEMIC PROGRAM AT VALLEY HIGH SCHOOL
WILL BE ACCEPTED AND RESPECTED BY STAFF AND STUDENTS
COMPLETING QUESTION 7

SUBJECTS	NUMBER OF POSITIVE RESPONSES		INCREASE/ DECREASE
	Pre	Post	
9th Graders	49	218	+ 345%
Officers of Student Clubs & Organizations	12	25	+ 108%
Classified Staff	10	40	+ 300%
Certificated Staff	11	8	- 27%
TOTAL - All Groups	82	291	+ 255%

TABLE 20

THE ACADEMIC PROGRAM AT VALLEY HIGH SCHOOL
WILL BE ACCEPTED AND RESPECTED BY STAFF AND STUDENTS
COMPLETING QUESTION 8

SUBJECTS	NUMBER OF POSITIVE RESPONSES		INCREASE/ DECREASE
	Pre	Post	
9th Graders	85	308	+ 162%
Officers of Student Clubs & Organizations	17	33	+ 94%
Classified Staff	15	52	+ 247%
Certificated Staff	8	11	+ 38%
TOTAL - All Groups	125	404	+ 223%

TABLE 21

SUMMARY

THE ACADEMIC PROGRAM AT VALLEY HIGH SCHOOL
WILL BE ACCEPTED AND RESPECTED BY STAFF AND STUDENTS
COMPLETING QUESTIONS 2, 7, and 8

SUBJECTS	NUMBER OF POSITIVE RESPONSES		INCREASE/ DECREASE
	Pre	Post	
9th Graders	595	1941	+ 226%
Officers of Student Clubs & Organizations	87	209	+ 140%
Classified Staff	65	335	+ 415%
Certificated Staff	47	71	+ 51%
TOTAL - All Groups	794	2556	+ 222%

CONCLUSIONS AND FOLLOW UP

The knowledge possessed by the students and staff of the Delano Joint Union High School District about Valley Continuation High School and its programs has increased substantially as a result of the practicum effort. This has been substantiated by the data presented. The accompanying support and approval of Valley High School by these groups has been an overdue and much needed element of the Delano, California educational establishment. The student subjects dealt with in the practicum and the district's classified staff were particularly receptive to the practicum treatment and responsive to its purpose.

The 32 percent of target populations not reached by this practicum effort will be and must be reached in the future. This will be accomplished as a result of the institutionalization of the practicum treatment by the Delano Joint Union High School Board of Trustees and District administrative staff.

The most imposing factor preventing the number of subjects from being greater than the 490 completing post-treatment questionnaires was the negative attitude held by the certificated staff. While these subjects did not have any reason not to complete the treatment, their negative feelings toward authority in general and the District admin-

istration in particular, along with their difficulty in getting away during the time allotted for the treatment, caused the majority of this group to refuse to participate in any elements of the practicum treatment.

In conclusion, the purpose of this practicum and its objectives have been accomplished. Future applications of the treatment will expose all remaining district students and staff, increasing their knowledge and understanding about continuation education in general and Valley High School in particular.

APPENDIX A

QUESTIONNAIRE

QUESTIONNAIRE

1. Are you generally satisfied or dissatisfied with the schooling that the children in Valley High are receiving? (Circle one)

   Satisfied Dissatisfied

2. Are you satisfied with the way Valley High is preparing children for the following?

	Satisfied	Dissatisfied
Citizenship	_____	_____
Earning a living	_____	_____
Parenthood, family life	_____	_____
Tool skills: Reading writing, figuring	_____	_____
Religious, moral and ethical training	_____	_____

3. Do you feel students at Valley High are free to discuss their problems with their teachers, counselor, or principal?

   _____ Yes

   _____ No

4. How would you rate Valley High for acquainting new students with the school?

   _____ a. A real effort is made to help students "learn their way around."

   _____ b. No organized program of orientation is offered.

5. How would you rate the job the Valley High counselor is doing in giving services students need?

   _____ a. Satisfactory

   _____ b. Unsatisfactory

6. Do you feel that there are ample books and supplies at Valley High?

   _____ Yes

   _____ No

7. Does Valley High offer all of the necessary subjects?

   _____ Yes

   _____ No

QUESTIONNAIRE
Page 2

8. How would you rate the methods of instruction used in the school:

_____ Good

_____ Poor

9. Do you feel the teachers for the school have been well selected?

_____ Yes

_____ No

10. Do Valley High School students have the opportunity to discuss and study the reasons for attending high school, the value of a diplima, the purpose of school, and similar topics?

_____ Yes

_____ No

11. Do you feel continuation education is helping its students?

_____ Yes

_____ No.

12. How would you rate the school building and classrcooms?

_____ Below average

_____ School well maintained

13. How do you rate the school site and grounds?

_____ Well located and convenient

_____ Inadequate

14. Taking everything into consideration, how do you like this school compared to others?

_____ Valley High is "tops."

_____ Valley High is not the best but might be second or third.

_____ Valley High is about average.

_____ Valley High does not compare very favorably with others.

APPENDIX B

NINTH GRADE PRESENTATIONS

AND

SOCIAL STUDIES CLASS SCHEDULE

NINTH GRADE PRESENTATIONS

PERIOD	DATE 5/10/76	DATE 5/12/76	DATE 5/11/76
1	Mr. Alcala Room L-10	Mr. Morales Room L-5	Mr. McGuirk Room L-7
2	Mr. Alcala Room L-10	Mr. Morales L-5	Mr. Rodriquez Room LA-4
3	Mr. Alcala Room L-10	Mr. Morales Room L-5	
4	Mr. Alcala Room L-10	Mr. Morales Room L-5	Mr. Shaffer Room L-6
5	Mr. Hickok Room L-11	Mr. Morales Room L-5	Mr. McGuirk Room L-7
6	Mr. Alcala Room L-10	Mr. Hickok Room L-11	Mr. McGuirk Room L-7

SOCIAL STUDIES CLASS SCHEDULE

SOCIAL STUDIES	Per. 1	Per. 2	Per. 3	Per. 4	Per. 5	Per. 6
Mr. Hickok	You/Law CP L-11	Wrld.Govts L-11	You/Law HS L-11		Wrld Hist. L-11	Wrld. Hist. L-11
Mr. Alcala	Wrld.Hist. L-10	Wrld.Hist. L-10	Wrld.Hist. L-10	Wrld.Geo. L-10		Wrld.Geo. L-10
Mr. Henger	Am.Hist. III CP L-9	Am.Hist. III HS L-9	Am.Hist II CP L-9	Am.Hist. III HS L-9	American Problems L-9	
Mr. McGuirk	Wrld.Hist L-7		Am.Hist I HS L-7	Am.Hist. II HS L-7	Wrld.Geo. L-7	Wrld.Geo. L-7
Mr. Morales	Wrld.Geo. L-5	Wrld.Geo. L-5	Wrld.Geo. L-5	Wrld.Hist L-5	Wrld.Hist L-5	
Mr. Ritchey		You/Law HS L-13	CalGovt. L-13	Cal/SW CP L-13	You/Law HS L-13	Cal/SW L-13
Mr. Shaffer					Wrld.Geo. L-6	
Mr. Terrell	Socio L-12	Am.Hist.I L-12		Psych.	Am.Hist II CP L-12	Am.Hist.II CP L-12
Mr. Rodriguez	Engl"S" ESL LA-4	Soc.St. ESL LA-4	Hist. Bil-Bic LA-4	Span.I-S LA-4	Span.I-S LA-4	